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COMMUNITY CIVICS. By Maud Elma Kingsley and Frank Herbert Palmer. The Palmer Company: Boston. 1914, 1916, 1917. 30 cents each.

This work consists of three outlines in elementary community civics, city school edition, in advanced community civics, high school edition, and in elementary community civics, town and rural school edition. The outlines are for the use of the pupils and are made on the loose leaf plan. Their purpose is to aid the pupil in selecting the facts that are really essential in an understanding of present day community problems through giving him first hand knowledge of them and making him conscious of his responsibility for the common welfare. The outlines are practical and useful and meet a real need in the teaching of the important subject of civics. The pupil is encouraged and assisted by them to collect information relating to his own community life.—E. W. K.

BAMESBERGER, VELDA C. Standard Requirements for Memorizing Literary Material. University of Illinois, Urbana, 1920.

Every superintendent and principal now at work revising his course of study for the elementary school or contemplating changes in such course of study should get this bulletin and use it most religiously. It is carefully and painstakingly done, well-written and exceedingly fertile in suggestions both practical and theoretical.

A collection was made of 200 state and city courses of study distributed over the United States. For various reasons 150 of these were discarded and a study made of the literary material listed for memorizing in the remaining fifty courses.

The list of literary material thus secured was classified under various headings:

- (a) The list of poems mentioned five times or more.
- (b) The list of grades to which each poem was assigned.
- (c) The preferred list of poems for memorizing.
- (d) The list of authors and their relative importance as indicated by the number of selections chosen from each one.
- (e) The amount of poetry required to be memorized.
- (f) The list of proverbs and biblical material called for in these courses.
- (g) The amount and nature of prose material demanded for memorizing.

If literary taste can be at all determined for a nation by the sort of literature taught to the children in its schools we shall do well to give greater attention to the sort of literary material required for memorizing as well as for reading in our elementary grades. We

may not be able to teach literary appreciation as such but we can largely determine the literary pabulum with which our children shall be fed.—L. A. W.

The University issues as Bulletin number 181, Extension Series number 39, of *The Record*, a pamphlet on the "Teaching of Geometry" by Dr. Archibald Henderson, head of the Department of Mathematics.

In it the aims and results of geometrical study, the problem of instruction from the viewpoint of teacher and taught, mathematical methods as applied to geometry are considered at length and in detail.

Professor Henderson has the idea that each student of geometry is a potential geometric investigator and should be treated as such. With this in mind the body of his paper centres around the problem of research in geometry.

Interesting details as to method and helpful bibliographical references are to be found.

The work is primarily for the teacher of geometry.

CO-OPERATIVE WORK IN THE DURHAM SCHOOLS

By EDWIN D. PUSEY

Superintendent of the Durham City Schools

DURING the school year 1915-1916 a study was made of the causes leading to the elimination of boys in the sixth, seventh, and eighth grades in the Durham City Schools. It was soon learned that most of the cases of elimination in these grades had a similar history; a lack of interest in some one study, a failure in this study, irregular attendance, unsatisfactory work in all studies, disorderly conduct, withdrawal from school. The classes in the schools were rather large, so large that it had been impossible for the teachers to give the individual attention needed in many cases. If conditions were to be improved classes must be made smaller, pupils grouped more according to ability, and perhaps some changes made in the course of study. The financial situation did not permit of the employment of more teachers nor the providing of additional class-room facilities. It was decided, however, to secure a special teacher for the more difficult cases, to give the boys individual instruction in the academic subjects in which they were losing interest and to correlate their work as closely as possible with the work in the manual arts department. A teacher who had had special preparation for work of this character was chosen to take charge of the class. She was not tied down to any course of study, she offered a boy work

in anything he was able to do and gave him as much work as he was able to do well. Only two subjects were required of all—English and General Civics. The novelty of the work appealed to the boys from the start; the personality of the teacher held them to their work.

Economic conditions towards the end of the year became such that it was evident that several of the boys in this and in other groups would have to leave school in order to help support themselves. There were also more boys needing the peculiar work of the special teacher than could be accommodated at one time. Consequently, through the assistance of the head of the manual arts department, arrangements were made with several manufacturing plants in the city so that boys could work part time and spend part time in school. The plan adopted was to assign two boys to the same job, one boy to work in the shop two weeks while his mate was in school and at the end of the two weeks the two boys to exchange places. Boys needing money, consequently, were able to work half time and thus stay in school, while the teacher was enabled to reach twice as many boys as she had taught the first year.

At first some difficulties appeared that had not been foreseen. Some shop foremen tried to hold the boys permanently in the shops, especially so when they found good and willing workers. Others were disposed to give the boys heavier work than boys should be required to do. As a rule, however, employers of the boys were very considerate and were disposed to give the boys an opportunity of learning a trade and earning some money without having to leave school.

The outside work has seemed to give the boys a motive for doing better work while in school. It has been no unusual thing to find boys in the special class covering a month's work in the two weeks they are in school. In other words, boys in the special class have done a full year's work in a year, though coming to school only half the time.

The boys in the coöperative class look upon their class as a separate department; the class, however, is represented in every student activity connected with the school. The members of the class evolved a system of self-government, the preamble of which voices a spirit of civic consciousness and of comradeship. They work under their own rules, yet they are as a group unusually responsive to any suggestion of the faculty of the school.

Recently the class took charge of the chapel exercises and in the period given them following the exercises they gave the entire school an outline of the work accomplished by the class since its organization. The

following extracts from papers read by members of the class give a fair idea of the work being done in the class.

"The Coöperative Class has meant a great deal to me. It has enabled me to remain in school, not only by the financial help I received by working, but by having to attend just half the time I did not grow tired of school as I would have had I been required to attend regularly. I am certain that I would have become so tired of going to school if I had been taking the regular work, that I would have quit, as I did once before when I was in the seventh grade." . . .

"I think the Coöperative Class has meant more to me than all the other classes in which I have been before.

"The Coöperative Class has kept me in school. It has allowed me to make a living, learn a trade, and still get just exactly what I want out of school.

"My two weeks in the shop gave me a chance to use what I have learned and also a good idea of what I will really have to know to be a good mechanic.

"Working part of the time keeps me from ever getting tired of going to school." . . .

"The Coöperative Class means a lot to the boys that are members. It means coöperation in the true sense of the word—coöperation with industry, coöperation with the faculty, coöperation with the student body. It means that the members of this class are given what no other body of students in North Carolina are given—a chance to go to school and at the same time to learn a trade while making part time in the shops of our town. This arrangement gives us fellows the practical experience in our chosen trades and our education along literary lines.

"When I came back here after the absence of four years, I missed the familiar faces of my friends who were here when I left. I felt out of place until I was assigned to the Coöperative Class. That is where the fun started, for since that time I have enjoyed every minute I have been here. The boys have made me one of them, they have made me feel at home. The majority of them were in the same fix as I, they had left school either because of economic reasons or because of lack of interest in school work. They had realized their error and had come back to school but with a different aim. Most of them have bucked up against the problem of making a living, which problem will surprise just lots of you when you try it, and they are here to make themselves more efficient workers and better citizens. They have been made to realize what a handicap ignorance and inefficiency are, and are here to conquer both of these evils." . . .